OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE, BANGALORE.

MYSORE LOCAL EXAMINATIONS.

Notification D. No. 7/4- E2. 38-8 of 33-34, dated the 10th July 1934.

The following rules and syllabuses for the examination for the Vernacular Teachers' Certificate sanctioned in Government Order No. E. 68—Education 359-33-2, dated the 7th July 1934, are published for general information. These rules and syllabuses were given effect to from the school year 1933-34.

RULES.

1. The course for the Vernacular Teachers' Certificate Examination shall extend over three years. The examinations shall be conducted in the Vernaculars, Kannada and Urdu and shall be held in three parts, *viz.*, the *first*, at the end of the second year, the *second* at the end of the third year and the *final* or practical examination.

2. Candidates seeking admission to the course shall have passed the Mysore Lower Secondary Examination or completed the Fifth Form course in a recognised High School or passed an examination equal in standard to the Mysore Lower Secondary Examination. In the last case, previous approval of the Director of Public Instruction shall be obtained by the head of the training institution, before admitting the candidate to the course.

The First Examination.

3. This examination shall be open to those who besides possessing the minimum general educational qualifications (*vide* Rule 2 above) have (1) undergone the full course for two years in a recognised training institution and been permitted by the head of the institution to appear for the examination or (2) appeared for the examination once or more often and failed to secure a pass.

NOTE.—(i) Students of recognised training institutions, who have not been permitted by the head of the institution to appear for the examination in any year may, however, appear for the examination as private candidates in subsequent years, provided they have put in the required attendance prescribed in Rule 4, during the years they underwent the course, but in that case the application for admission to the examination should be submitted through the head of the institution in which the candidate underwent training.

(ii) Teachers in recognised schools who have put in seven years' service or more and who had no chance of being deputed for training by the Department, shall be admitted to the examination by *private study*, subject to the condition that they possess the minimum general qualifications as prescribed in Rule 2. A candidate appearing for the examination under this rule shall produce a certificate from an Inspecting Officer of the Education Department or the Local Education Authority to the effect that he or she has put in not less than *seven years' service* as a teacher in a recognised school in Mysore.

(iii) Persons who had sat for the Lower Secondary Training Examination (one year's course or two years' course) under the old rules and failed therein, may appear for the examination by private study.

(iv) Persons who had sat for the Upper Secondary Examination under the old rules and failed in one or both groups may appear for the examination by private study.

4. Candidates appearing for the examination from a recognised Training Institution shall produce a certificate from the Head of the Institution showing that they have attended the Institution for at least *three-fourths* of the number of working days in *each* of the two years. The Director of Public Instruction in Mysore shall have the power to exempt any candidate from the production of this certificate on the recommendation of the

Head of the Institution. For purposes of this rule, the term in the first year shall be counted from the day the institution re-opened for work after the summer vacation to the last day of the school year and the term in the second year shall be counted from the date of the re-opening of the Institution after the summer vacation to the 15th February preceding the examination. Recommendations for exemption from the production of this certificate shall be sent so as to reach the Secretary, Mysore Local Examinations Boards, within ten days after the close of the School year in the case of the first year's course and within the 20th February preceding the examination in the case of the second year's course.

5. The subjects for the Examination shall be as shown below:—

i. Language—(Kannada or Urdu).

ii. Elementary Mathematics.

iii. History, Civics and Geography.

iv. Elementary Science, including Biology.

NOTE.—(1) The allotment of school hours in the above subjects is shown in Appendix A.

(2) The syllabuses in the above subjects are given in Appendix B.

(3) Text-Books to be studied shall be prescribed from time to time and their names notified in the *Mysore Gazette*.

6. The examination shall be held in Mysore and such other centres as may be notified from time to time and shall commence on the 22nd March and if that day should be a holiday, on the first subsequent working day. It shall be conducted in the following order:—

Day	Hour	Subject	Marks
1st day ...	11 A.M. to 2 P.M. ...	Language—First Paper—Texts ...	60
	3 P.M. to 6-30 P.M. ...	Language—Second Paper—Grammar and Composition.	40
2nd day ...	11 A.M. to 2 P.M. ...	Elementary Mathematics—First Paper—Arithmetic.	60
	3 P.M. to 5-30 P.M. ...	Elementary Mathematics—Second Paper—Algebra and Geometry.	40
3rd day ...	11 A.M. to 2 P.M. ...	History and Civics	50
	3 P.M. to 5-30 P.M. ...	Geography ...	50
4th day ...	11 A.M. to 2 P.M. ...	Elementary Science, including Biology	100

7. Candidates obtaining not less than 35 per cent of the marks in each subject, or 30 per cent of the marks in each subject *and* 40 per cent of the total marks of all the papers, shall be declared to have passed the examination. Candidates that pass shall be classified as follows:—

First Class.—Those who obtain 60 per cent or more of the total marks.

Second Class.—Those who obtain 50 per cent or more of the total marks.

Pass Class.—All the others.

The Second Examination

8. This examination shall be open to those who, besides having appeared and sat for the First Examination have either (1) undergone the full training course for a year in the third year Vernacular Training class in a recognised training institution and been permitted by the head of the institution to appear for the examination, or (2) appeared for the examination once or more often and failed to secure a pass.

NOTE.—(i) Students of a recognised training institution who have not been permitted by the head of the institution to appear for the examination in any year may, however, appear as private candidates in subsequent years: but in that case, the application for admission to the examination shall be submitted through the head of the training institution in which the candidate underwent training.

(ii) Persons that have passed the Upper Secondary Examination or Secondary School Leaving Certificate Examination shall be eligible to be admitted to this examination by *Private Study*.

(iii) Persons who, having appeared for the first examination through a recognised institution and sat for the examination and failed to secure a pass, may be promoted to the third year class and presented to the first and second examinations in the subsequent year. They shall continue to appear for both the examinations in subsequent years, until they secure a pass in one or the other part.

(iv) Persons who, having appeared for the first examination by private study, under Note ii, iii and iv to Rule 3 and have passed therein, may appear for the second examination by private study; but no such person shall be admitted to the second examination unless he has already passed in the first examination.

9. Candidates appearing for the examination from a recognised training institution shall produce a certificate from the head of the institution, showing that they have attended the institution for at least *three-fourths* of the total number of working days, The Director of Public Instruction shall have the power to exempt any candidate from the production of this certificate, on the recommendation of the head of the institution. For the purposes of this rule, the term may be counted from the date of re-opening of the institution after the summer vacation to the 15th February preceding the examination. The recommendation for exemption from the production of this certificate shall be sent by the heads of institutions so as to reach the Secretary, Mysore Local Examinations Boards, Bangalore, not later than the 20th February preceding the examination, in the prescribed from which will be supplied on application to the Secretary.

10. The subjects for the examination shall be as follows:—

i. Principles of Education.

ii. Methods of Teaching.

iii. School Hygiene, Organisation and Management.

iv. *One* of the following additional subjects.—

(*a*) Nature Study and Agriculture.

(*b*) Advanced Educational Hand-Work.

(*c*) Rural Economics and Sociology.

(*d*) Domestic Science.

(*e*) Music.

(*f*) Physical Training.

(*g*) Arabic.

(*h*) Persian.

NOTE.—(i) The allotment of school hours in the above subjects is shown in Appendix A.

(ii) The syllabuses in the above subjects are shown in Appendix B.

(iii) The Text-books to be studied shall be prescribed from time to time and their names notified in the *Mysore Gazette*.

11. The examination shall be held in Mysore and such other centres as may be notified from time to time, and shall commence on the 1st April and if that day should be a holiday, on the first subsequent working day. It shall be conducted in the following order:—

Day	Hour	Subject
1st day ...	11 A.M. to 2 P.M. ...	Principles of Education
2nd day ...	11 A.M. to 2 P.M.	Methods of Teaching
3rd day ...	11 A.M. to 2 P.M. ...	School Hygiene, Organisation and Management.
4th day ...	11 A.M. to 2 P.M. ...	Additional subjects

NOTE.—In the case of additional subjects in which there is to be a practical examination, the date, hour and place of the examination shall be intimated to the candidates by means of a notice, published on the Notice Board in the place where the written examination is held. The maximum marks allotted to each subject shall be 100.

12, Candidates obtaining not less than 35 per cent of the marks in each subject, or 30 per cent of the marks in each subject *and* 40 per cent of the aggregate number of marks in all

the subjects, shall be declared to have passed the examination. Candidates that pass shall be classified as follows:—

First Class.—Those who obtain 60 per cent or more of the total marks.

Second Class.—Those who obtain 50 per cent or more of the total marks.

Pass Class.—All the others.

The Final Examination.

13. Candidates seeking admission to this examination shall have passed Parts I and II of the Examination or the theory part of the Lower Secondary or the Upper Secondary Training Examinations under the old rules.

14. The Final Examination shall be held about the middle of August each year. The dates and centres of examination shall be duly notified in the *Mysore Gazette*.

15. Each candidate shall be examined by not less than two members of the Board of Examiners.

16. The examination shall comprise the following tests:—

(1) The Lesson Tests—

The giving of three lessons for about 40 to 50 minutes each. The first shall be a language lesson in the branch prescribed by the examiners. The second lesson shall be given in one of the other subjects (except Nature Study) included in the Primary School curriculum and prescribed by the examiners. The third lesson shall be on a topic of the candidate's choice selected from the syllabus in Nature Study prescribed for the Primary Schools. The lesson on Nature Study may be given in the class room or in the vicinity of the place of examination. The examiners shall prescribe the subject and the class to be taught, the actual portion being left to the option of the candidate. The subjects of the lesson tests shall be announced at the place of examination at least two days before the day on which the candidate is to be examined. The total marks for each lesson shall be 50.

(2) The Black Board Test—

(*a*) Map drawing (in bold outline) with reference to the teaching of History and Geography, limited to any part of the British Empire. 20 marks.

(*b*) Object Drawing and Rapid Sketching (*vide* syllabus in Appendix B). 30 marks.

17. Candidates obtaining 35 per cent of the marks in each of the Lesson and Black Board Tests or 30 per cent in each of these tests *and* 40 per cent on the whole shall be declared to have passed in the examination. Candidates that pass shall be classified as follows:—

First Class—Those that obtain 60 per cent or more of the total marks.

Second Class—Those that obtain 50 per cent or more of the total marks.

Pass Class—All the others.

GENERAL.

18. Candidates passing all the three parts of the examination shall receive a certificate in the form appended (Appendix C). Those that pass in the First or the Second examination shall receive a *memo* to that effect, which shall be surrendered when they pass the Final Examination.

19. Applications for admission to the First or the Second Examination in the form prescribed shall be sent so as to reach the Secretary, Mysore Local Examinations Boards, Bangalore,

not later than the 20th December preceding the examination and applications for admission to the Final Examination shall be sent so as to reach the Secretary, Mysore Local Examinations Boards, Bangalore, not later than the 1st July preceding the examination.

20. The fees for admission to the examinations shall be as follows:—

			Rs.
First Examination	...	...	6
Second Examination	...	...	5
Final Examination	...	...	4

The fees shall be paid into a Government Treasury in Mysore and the receipt obtained sent to the Secretary, Mysore Local Examinations Boards, on or before the due date.

21. The fee paid for one examination shall neither be refunded nor reserved for a subsequent examination.

22. Candidates may, within one month after the publication of the results at the Office of the Director of Public Instruction, apply for a certified copy of marks obtained by them at the examination. Each such application shall be accompanied by a receipt granted by a Mysore Government Treasury for Rs. 2 being the fee prescribed for the purpose and submitted to the Secretary, Mysore Local Examinations Boards, Bangalore.

23. Candidates for the First and the Second Examinations declared to have failed at any of these examinations may apply for a re-valuation of their answer papers in one or more subjects, except the *Practical Examination* in the *Additional Subject*, if any, subject to the following rules:—

(1) A candidate applying for a re-valuation of the answer papers shall deposit a sum of Rs. 10, the amount being remitted to a Mysore Government Treasury. The receipt obtained in support of the payment of the amount to the Treasury should be sent to the Secretary, Mysore Local Examinations Boards, Bangalore, along with the application for re-valuation.

(2) Application for re-valuation of answer papers shall be submitted within one month after the publication of results at the Office of the Director of Public Instruction in Mysore, Bangalore.

(3) Applications from school candidates shall be sent through the heads of the schools concerned who shall certify that the candidate's usual performance in the class justified the expectation of a pass in the subject or subjects in which the re-valuation is applied for.

(4) The Director of Public Instruction will make arrangements for the re-valuation of answer papers and his decision in the matter shall be final.

(5) The deposit shall be forfeited to Government if the results originally declared are not altered. In case the results originally declared are altered, the deposit shall be returned to the applicant after deducting such sum as has been actually spent in getting the answer papers re-valued.

24. These rules shall take effect immediately and the examinations under these rules shall be held for the first time as follows:—

The First Examination	...	March 1935.
The Second Examination	...	April 1936.
The Final Examination	...	August 1936.

NS. S. SUBBA RAO,
Director of Public Instruction.

APPENDIX A.

Statement showing the allotment of periods for the several subjects in each week :—

	First Year	Second Year
Language	8	8
Mathematics	6	6
Elementary Science including Biology	6	6
History and Civics	3	3
Geography	3	3
Additional Subject	4	2
Black Board Work	1	1
Singing	1	1
Hand Work	1	1
Principles of Education	...	2
Total ...	33	33

	Third Year
Principles of Education	4
Methods of Teaching	7
School Management	4
Additional Subject	2
Practice of Teaching	10
Black Board Work	4
Singing	1
Hand Work	1
Total ...	33

NOTE.—(1) *Principles of Education* though taught in the second year will not form a part of the First Examination, but the paper in the subject will be a part of the Second Examination, after the completion of the Third Year's Course.

(2) *Additional subjects* though taught in the first and second years will not form a part of the First Examination, but will be a part of the Second Examination.

(3) *Practice of Teaching* should receive attention throughout the third year and not merely during a part thereof.

APPENDIX B.

SYLLABUSES.

NOTE:—The main aim in teaching the general subjects in addition to professional subjects in training institutions is to equip the teachers under training with a knowlege that would serve as an efficient back-ground in their work as teachers in Primary Schools. Candidates are therefore expected to have a clear grasp of the essential facts relating to the topics referred to in these syllabuses without entering into too detailed study of any topic. But they should be thorough with the subject matter to be taught in Primary Schools in the several subjects.

1. Kannada.

Poetry.—About 500 stanzas, 150 of the standard of Jaimini, 150 of the standard of Pampabharata and 200 of of the modern type.

Prose.—Old Kannada. About 50 pages of the standard of Ramaswamedha.

Modern Kannada. A collection of essays or short stories, about 100 pages, and a novel of about 200 pages.

Drama.—One drama of the type of Mitravinda Govinda, Sakuntala, Surasena Charitre, Nagarika or Mandodari.

Grammar.—Kannada Kaipidi (University Publication). Prosody and rhetoric as arising out of the Text Books studied should also be taught with reference to the Kannada Kaipidi (University Publication).

Composition.

2. Urdu.

Poetry.—About 500 poems or 1000 lines, 200 lines of the standard of Dewani Sowda or Dewane-Mir, 400 lines of the standard of Bange-dira by Sir Mohamed Iqbal and 400 lines of the standard of Dewani Hath.

Prose.—Hundred pages of the standard of Chahar Darvesh, and one novel of the standard of Aroose-Karbala by Rashid-ul-Khairi.

Drama.—One drama of the standard of Meva-e-Talkh by Sharar.

Essay.—Of the standard of Ni-range-Kheyal or Mazmoon-Nigari.

Grammar.—Min-haj-ul-Qavaed.

Rhetoric.—Jawahirul-balaghat by Moulvi Shah Abul Hasan.

Composition.

3. Elementary Mathematics.

A. ARITHMETIC.—

Notation and numeration. Importance of the decimal system of notation; place value; expressing numbers in non-decimal notation. Practice of increasing and decreasing figures by 2, 3.....9 orally.

The four main rules; multiplication tables; tests of divisibility by 3, 4, 5, 8, 9 and 11. Factorisation; multiplication and division by factors; tests of accuracy.

G. C. M. and L. C. M. Relation between the two as applied to two numbers and simple problems thereon.

Fractions, vulgar and decimal; conversion of vulgar fractions to decimals and *vice versa*; addition, subtraction, multiplication and division of fractions; problems involving fractions; approximations to three places of decimals (contracted methods of multiplication and division to be omitted). Ideas of circulating decimals.

Metric system.

Tables of money, weights, measures and time in common use and problems involving them. Decimalisation of concrete quantities.

Simple and compound practice; bills of parcels.

Simple and compound proportion and proportional parts.

Square root, cube root by inspection and factorisation.

Area and volume; area of a square, rectangle, triangle and circle. Volume of a cube, rectangular box, cylinder and sphere.

Averages, percentages, mixtures, partnership, income-tax, exchange, profit and loss.

Interest, simple and compound. Discount and present worth.

Stocks and shares. (Easy problems).

Time and work; and time and speed.

Simple statistical graphs.

B. ALGIBRA.—

Algebra as generalised Arithmetic.

Algebraic terms and expressions.

Positive and negative quantities.

The four main rules; index law for positive integral indicies.

Use of brackets; substitution.

Simple equations and problems leading thereto.

Identities. $p(a \pm b) \equiv pa \pm pb$.

$(a+b)\ (a-b) \equiv a^2 - b^2$

$(a \pm b)^2 \equiv a^2 \pm 2ab + b^2$ and their use in Arithmetic.

Simple factorisation of expressions of the following type :— $pa \pm pb$; $a^2 - b^2$; $a^2 \pm 2ab + b^2$; $ax^2 + bx + c$.

C. GEOMETRY.—

Elementary notions of solids, surfaces, lines and points as illustrated from a cube, cone, cylinder and pyramid.

Use of the foot-rule, compasses, protractor and set squares.

Experimental study of the following properties of straight ines, triangles, rectangles and parallelograms.

(1) The adjacent angles which one straight line makes with another straight line on one side of it are together equal to two right angles.

(2) If at a point in a straight line two other straight lines on opposite sides of it make the adjacent angles together equal to two right angles, then these two straight lines are in one and the same straight line.

(3) If two straight lines cut one another, the vertically opposite angles are equal.

(4) If two triangles have two sides of the one equal to two sides of the other each to each and the angles included by those sides equal then the triangles are equal in all respects.

(5) The angles at the base of an isosceles triangle are equal.

(6) If two angles of a triangle are equal to one another, then the sides which are opposite to the equal angles are equal to one another.

(7) If two triangles have three sides of the one equal to three sides of the other, each to each, they are equal in all respects.

(8) Any two sides of a triangle are together greater than the third side.

(9) If a straight line cuts two other straight lines so as to make,

(i) the alternate angles equal ;

or

(ii) an exterior angle equal to the interior opposite angle on the same side of the cutting line ;

or

(iii) the interior angle on the same side equal to two right angles ;

then in each case the two straight lines are parallel.

(10) If a straight line cuts two parallel straight lines, it makes,

(i) the alternate angles equal to one another ;

(ii) the exterior angle equal to the interior opposite angle on the same side of the cutting line.

(11) The three angles of a triangle are together equal to two right angles.

(12) The opposite sides and angles of a parallelogram are equal to one another and each diagonal bisects the parallelogram.

The following problems. (Proofs are not required)

(1) To bisect a given angle.

(2) To bisect a given straight line.

(3) To draw a straight line perpendicular to a given straight line at a given point in it.

(4) To draw a straight line perpendicular to a given straight line from a given external point.

(5) At a given point in a given straight line to make an angle equal to a given angle.
(6) Through a given point to draw a straight line parallel to a given straight line.
(7) To divide a given straight line into any number of equal parts.
(8) To construct a triangle, being given the lengths of the three sides.
(9) To construct a triangle being given two sides and an angle opposite to one of them.
(10) To construct a right angled triangle being given the hypotenuse and one side.
(11) To construct a quadrilateral being given the lengths of four sides and one angle.
(12) To construct a parallelogram being given two adjacent sides and the angle contained by them.
(13) To construct a square on a given straight line.
(14) To find the locus of a point which moves so that its distances from two fixed points are always equal to one another.
(15) To find the locus of a point which moves so that its perpendicular distances from two given straight lines are equal to one another.

Areas of a rectangle, parallelogram, triangle, quadrilateral, trapezium and polygon treated experimentally.

Experimental proof of the following property of the sides of a right angled triangle :—

In a right angled triangle the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.

Calculation of the length of one side of a right angled triangle, given the lengths of the other two sides.

A circle and its definition; ideas of symmetry; simple properties of the chords of a circle, *e.g.*, the perpendicular drawn to a chord of a circle from the centre bisects the chord, chords of a circle equidistant from the centre are equal to one another, treated experimentally.

The following problems (proofs are not required) :—
(1) To find the centre of a given circle or an arc of a circle.
(2) To bisect a given arc.
(3) To draw a tangent to a circle from a given external point.
(4) To draw a common tangent to two given circles.
(5) To circumscribe a circle about a given triangle.
(6) To inscribe a circle in a given triangle.
(7) To draw an escribed circle of a given triangle.

Construction of a regular pentagon, hexagon and octagon.

4. History of India, Civics and Geography.

I. History of India.

A. Brief survey from the commencement up to the modern times.

B. The biographical stories of the following personages with reference to the historical background should be studied.

ANCIENT INDIA.

Religious Leaders :—
1. Buddha
2. Jesus Christ
3. Mahavira

Rulers :—
1. Alexander
2. Asoka
3. Chandragupta Mourya

MOHAMEDAN PERIOD.

Religious Leaders :—
1. Basaweswara
2. Mohamed
3. Madhvacharya
4. Nanak
5. Ramanujacharya
6. Shankaracharya
7. Vidyaranya

Rulers—
1. Akbar
2. Aurangazeb
3. Baber
8. Chand Bi Bi
5. Chikkadevaraja Wadiyar
6. Krishnaraja Wadiyar
7. Kantirava Narasimharaja Wadiyar
8. Pulakeshi
9. Razia Begum
10. Sivaji
11. Shah Jehan
12. Sri Harsha
13. Yadurayaru

THE BRITISH PERIOD.

Rulers :—
1. Baji Rao, I
2. Clive
3. Hyder
4. Tippu Sultan

Administrators—
1. Purnia
2. Rangacharlu
3. Seshadri Iyer
4. Sir Syed Ahamed

Social Reformers—
1. Mahatma Gandhi
2. Raja Ram Mohan Roy
3. Swami Vivekananda

II. CIVICS.

A. (*a*) *Meaning and implications of citizenship* :—

The origin of the word in relation to the City and its present wide application. The rights and privileges of a citizen; his duties and responsibilities in regard to (i) himself, (ii) his neighbours and (iii) the state.

(*b*) *The State and its functions* :—

The evolution of the state, its responsibilities towards the citizen. Its right to collect taxes and rates, its executive. The Government; various forms of Government.

B. *The Government of Mysore* :—

(*a*) The Head of the State.

(*b*) Central Government.

(*i*) Administrative agencies—the Dewan, the Executive Councillors, the Heads of Departments.

(*ii*) Deputy Commissioner, Sub-Division Officer, Amildar, Sheikdar, Shanbhog, Patel.

(*iii*) The Principal Departments of Government.

(*iv*) Popular bodies, Legislative Council and Representative Assembly.

(c) Local Government.
District Boards, Municipalities, Village Panchayets, Local Educational Authorities and School Boards.
(d) The relation of the Government of Mysore to the Government of India.

C. *The Government of British India*:—

Central—The Viceroy, The Executive Council, The Council of State and the Legislative Assembly.
Provincial:—The Governor, Dyarchy, Legislative Council.

D. *The Government of England*:—

(i) The King.
(ii) The Cabinet.
(iii) The Parliament. Houses of Lords and Commons.
(iv) The Secretary of State and his Council.

TEXT BOOKS.

Indian History—Mr. K. A. Veeraraghavachar's History of India—Kannada.
Mysore History—Mr. M. Shama Rao's Brief History of Mysore.

CIVICS.

1. Mr. D. V. Gundappa's Hand-Book of Mysore. (For Teachers' Reference.)
2. Elements of Civics for India—By Mr. T. S. Subramanya Iyer.
3. "Rajyanga Padhati"—By Mr. M. A. Gopalaswamy Iyengar—Kannada.

The following books in Urdu may be consulted by the Teachers and students in the Urdu Section—

1. Indian History (in Urdu)—Pandit Sree Ram Sharma, Lahore.
2. Ayin-e-Hukumathe-Hind—by Mr. Abdul Majid Khan Salik, M.A.
3. History of Mysore (in Urdu)—by Mr. M. Shah Abul Hasan.

III. GEOGRAPHY.

1. A detailed study of India on a natural region basis, with a special study of Mysore.
2. A general study of the Continents of the World under the main heads of—relief, climate and rainfall, vegetation, animal life, peoples and their characteristics, the principal occupations of the people, important products, chief centres of production and trade, and communications.

NOTE.—The following facts of physical geography should be studied along with the continents in their appropriate places:—
The seasons, trades and anti-trades, monsoons, ocean currents, tides, work of rivers, wind and rainfall and earthquakes in changing the earth's surface.

3. A brief study of the land and ocean transport in world trade and the importance of the Suez and Panama canals.
4. Map-Drawing—The candidates must be able to draw correctly the outlines of Mysore, India, British Isles and the continents and fill in the details about relief, climate, products, industries, etc.

Book for the Teacher.

1.	Dudley Stamp	...	The Indian Empire
2.	J. Murray	...	The World
3.	Franklin and Griffiths		Atlas Geographies
4.	J. S. Lay	...	World Geography—Book III
5.	Morrison	...	The World

Books for the Student.

1.	Dudley Stamp ...	The World (Kannada)
2.	C. Morrison's Geography of the World (Urdu).	Mac Millan & Co.

5. Elementary Science including Biology.

NOTE.—A very elementary and descriptive treatment of the subject is expected.

A. Physics :—

1. Measurement of length, area and volume; British and Metric systems. Volumes of irregular solids; use of graduated jar.
2. Distinction between mass and weight; the common balance and the spring balance; true and false balances. Density.
3. The three states of matter; distinctive properties of solids, liquids and gases.
4. Fluid pressure. The pressure of the atmosphere; the mercury barometer and its uses. The pressure of liquids; buoyancy, the principle of Archimedes; specific gravity; law of floatation; the common hydrometer; the lactometer; the syringe; the Bramah Press; the lift pump; the syphon; and the air pump.
5. Centre of gravity. Simple machines; lever, pulley and the inclined plane studied experimentally with illustrations from practical life.
6. Heat. Expansion of solids, liquids and gases; illustrations from practical life. The principle of the mercury thermometer; the centigrade and the fahrenheit scales. Conduction, convection and radiation. The clinical thermometer. Change of state, evaporation, freezing and boiling points; illustrations from practical life. Land and Sea breezes. Formation of clouds and rain.
7. Light—Propogation of light. Shadows and eclipses. The pin-hole camera. Laws of reflection; mirrors (plain and concave)—Refraction of light; action of convex lens. Simple microscope. The magic lantern and the photographic camera. The human eye as a lens, short sight and long sight and their remedies. Decomposition of light by a prism. Rainbow.
8. Sound. How sound is caused; transmission of sound; echoes.
9. Magnetism. Natural and artificial magnets. The earth as a magnet; the needle compass.
10. Electricity. The production of electricity by friction; positive and negative electricity; conductors and insulators. Lightning conductors.
11. Current electricity. Voltaic cell; electric battery. Applications of electricity; the electric glow lamp; the electric bell and the telegraph. The principle of a dynamo and the use of water power for producing electricity.

B. Chemistry :—

1. Simple Processes—Solution of solids in liquids, liquids in liquids, gases in liquids. Filtration, decantation evaporation, crystallization, sublimation and distillation.
2. Physical and chemical changes; elements and compounds; mixtures and compounds.
3. Burning of substances in air—Sulphur, magnesium, phosphorus, candle.
4. Action of heat on red oxide of mercury, red lead,

5. Preparation and properties of oxygen.
6. Action of sodium and potassium on water. Action of dilute acids on magnesium, zinc, aluminium and iron.
7. Preparation and properties of hydrogen. Air and its constituents. Composition of air by volume as determined by the Bell Jar experiment.
8. Action of heat on calcium carbonate and action of dilute acids on carbonates.
9. Preparation and properties of carbondioxide; action of water on quicklime. Hard and soft waters.
10. Carbon—occurrence, forms and uses.
11. Properties and uses of sulphur and phosphorus.
12. Properties and uses of hydrochloric acid, nitric acid and sulphuric acid.
13. Properties and uses of iron, copper, aluminium, mercury, silver and gold.
14. Properties and uses of copper sulphate, magnesium sulphate, ferrous sulphate, alum, sodium carbonate, sodium chloride, silver nitrate, potassium permanganate and zinc oxide.
15. Use of soda in soaps.

C. Biology :—

Plant Life :—

1. *The plant body and its parts*:—roots and the work of absorption; the stem and the conduction of sap; ascent of water in plants shown experimentally, leaves and the manufacture of food; photo-synthesis; storage of food in plants.
2. Respiration of plants treated experimentally.
3. Reproduction of plants. Work of flowers, pollination and fertilization. Formation of fruits and seeds.
4. Dispersal of seeds and fruits.
5. Adaptation of plants to their surroundings.

Animal Life.—

1. Locomotion in animals— man, quadruped, bird, snake, frog and fish.
2. Feeding habits of animals; how animals obtain their foood and swallow—it cow, horse, cat, dog, birds, frog, snail, earth-worm and insects.
3. Breathing of animals—respiration of mammals, birds, frogs, fishes and insects.
4. Life-histories of the frog, butter-fly, house-fly and mosquito.
5. Social life among animals; honey-bees, ants, wasps and termites (white-ants).

Human Physiology and Hygiene.—

1. Parts of the human body and their functions, skeleton, muscles and joints.
2. Circulation of blood in the body. Exercise and rest.
3. Respiration—pure and impure air; need for ventilation.
4. Food and digestion; constituents of food; mixed diet.
5. Elimination of waste, the chief excretory organs and their functions. Cleanliness.
6. The nervous system and sense organs.
7. The chief infectious diseases and their prevention, *e.g.*, plague, cholera, small-pox, sore-eyes and itches. Disinfection.

BOOKS RECOMMENDED—(for Teachers).

1. An Experimental Science for Indian Schools by Gregory and Hodges (MacMillan).

2. Mechanics and Hydrostatics in Kannada by Mr. N. Nagesha Rao, M.A.
3. An Introduction to Biology by Mr. M. V. Sundaresan, M.A., L.T.
4. First Course of Biology by Bailey and Colman, Ltd.
5. Life by Shipley.
6. Every Day Science by Parsons.

6. PRINCIPLES OF EDUCATION.

A. 1. *Meaning of Education.*

Aims of Education; current views examined.

(i) (*a*) Knowledge.
(*b*) Discipline.
(*c*) Utility.
a) Development of individuality.
(*b*) Preparation for citizenship.

2. *Agencies of Education*:—The home, the school, the social community, the religious institutions, their inter-dependence.
3. The place and the function of the teacher. Education as adjustment between the individual and the environment.
Bi-polar and tri-polar processes. The teacher as a social force.
4. The importance of certain biological factors in Education.
(i) The significance of the prolongation of human infancy.
(ii) The increased size of the human brain.
(iii) The inter-relation of mind and body.
5. The child as the product of Heredity and Environment, the relative influence of these two factors in the development of the child, their importance in Education.

B. 1. Importance of the study of psychology to the Teacher. The stand-points of adult psychology and child psychology.
2. The original nature of the child—the instinctive processes. (1) Flight, (2) Fight, (3) Curiosity, (4) Self-assertion, (5) Self-abasement, (6) Construction, (7) Gregariousness. The non-specific tendencies: imitation, sympathy and suggestion. Play and its role in education.
3. Nature of Intelligence—attempts at measurement. Intelligence tests and their advantages.
4. Attention—Nature and varieties of attentive processes; characteristics of children's attention. Relation of attention to interest and effort.
5. Sense perception, its development. Importance of sense organs. Perception and apperception.
6. Memory—its forms; methods of memorization. Forgetting.
7. Imagination, its kinds. Development of imagination. Imagery and imagination.
8. Thinking—its varieties. Characteristics of children's thinking. Training in thinking.
9. Formation of habits—its importance in Education.
10. The extent of transfer of training.
11. Emotions—their relation with instincts, control cultivation of emotions.
12. Fatigue, its nature; symptoms and effects.

C. 1. Childhood and its characteristics.
2. The significance of individual differences for the teacher.
3. Principles of Kindergarten and Montessory methods of Education.

4. The Primary School curriculum. Principles of curriculum construction. The project curriculum, its implications and limitations.
5. Measuring the achievements of children—the achievement tests.

Books recommended—

Sikshanatatwa by Mr. M. S. Mohiyuddin, M.A., LL.B., M.Ed. Sikshana, Samvidhana and Thidduvike by Mr. R. Jagannatha Rao, B.A., L.T.

7. Methods of Teaching.

A. 1. The general principles of instruction. Characteristics of a good lesson. The maxims of method. The Formal steps. Types of exposition. Aids to teaching, question, illustration. Correlation, its meaning and scope.
2. The preparation of a lesson; the need for preparation; notes of lessons, detailed and out-line notes.
3. The delivery and criticism of a lesson. General conditions of success. Evaluation of a lesson.
4. Types of lessons.—The drill lesson, the inductive lesson, the deductive lesson, the appreciation lesson, the study lesson and the review lesson.

B. Methods of teaching the various subjects of the curriculum :—

1. Vernacular.

1. Functions of language teaching—
   (i) Language as an instrument of thought.
   (ii) Language in mental development.
   (iii) Language in social life.
2. Aims of language teaching—
   (i) Increased mastery over language.
   (ii) Cultivation of interest in literature.
3. Language teaching in the Primary School—
   Its objects.
   (i) Improvement of utterance.
   (ii) Increase in power of speech.
   (iii) Introduction to literature.
4. Teaching the Alphabet—Right and wrong methods of teaching. Importance of the problem of right method in view of the large wastage in elementary education. The letter and word methods. Teaching of Kagunitha, Ottakshara and Samyuktakshara. Experiments in methods of rapid literacy.
5. Teaching of Reading—Principles to be observed in teaching reading. Silent reading and reading aloud. Reading of Prose and Poetry.
6. Teaching of writing—Importance of good handwriting. Use of copy books, pens and pencils. Style of writing. Value of transcription.
7. Teaching of Grammar and Composition—Principles to be observed in teaching grammar. Deductive and inductive methods. Oral and written composition. Exercises set for composition. Valuing written work. Correction of faults.
8. Text Books and Materials of Instruction—Text Books and examinations in relation to the subject.

2. Arithmetic.

1. The place of Arithmetic in schools.
2. The aim of teaching Arithmetic.—
   (i) The Practical.
   (ii) The Cultural.

3. Aids to teaching.—
   (i) Concrete objects.
   (ii) Ball frame.
   (iii) Charts, diagrams and number pictures.
   (iv) Chequered black board.

4. The general method of teaching: principles to be kept in view.
   (*a*) Approach to new "Rules" through problems within the child's experience.
   (*b*) "From the concrete to the abstract" as the basic procedure.
   (*c*) The importance of effort by the pupils and individual attention by the teacher.

5. Mental arithmetic *vs* written arithmetic. Their complimentary nature.

6. Specific methods:
   (*a*) Concept of number through counting. The extension of the concept of number through games and occupations. The symbolification of the number concepts.
   (*b*) The concentric method of teaching the simple rules.

NOTE.—As far as possible, the four rules should not be separated. "Carrying" and "Borrowing" should be illustrated by practical work. The multiplication table should be constructed and then learnt by-heart.

   (*c*) Practical work in the teaching of reduction, compound reduction, the table of weights, linear measure and simple fractions.

7. Methods of teaching the following topics.—Decimals, factors; rule of three (ratio and proportion) simple interest, practice by aliquot parts with emphasis on "short cuts."

8. The importance of "Drill" in Arithmetic.

9. The tests of successful teaching.
   (*a*) Preliminary estimate of an approximate answer.
   (*b*) Speed.
   (*c*) Accuracy.
   (*d*) Verification.

10. The importance of "problems" in arithmetic and the systematic cultivation of "problem attitude" in pupils.
The method of teaching a problem.

11. Selection of exercises to be set with reference to—
   (*a*) Current topics and prices,
   (*b*) Household problems,
   (*c*) and in correlation with Elementary Science, Geography, Drawing etc.

12. Correction of work.—Importance of paying attention to errors in arithmetical work. Insistance on neatness of execution.

13. Text Books and order of treatment of the subject matter. Selection of topics and examples; the judicious use of a Text Book.

3. History.

1. Aims of teaching History in Schools.

2. The scope of the study of History in the Primary Schools.

3. The teacher of History and his qualifications.

4. Methods of Teaching History.—Chronological; regressive, concentric, biographical and dramatic. Importance of the biographical method. Possibilities and limitations of the dramatic method of teaching history.

5. Aids to the Teaching of History.—Maps, charts, diagrams, coins and old relics, pictures, visits to historical places.

4. Geography.

1. The scope and meaning of geography and its relation to other subjects.

2. The value of the study of geography to the modern man and the objectives of teaching the subject in different grades.

3. Method of Teaching.—Importance of beginning with the geography of the neighbourhood. Progressive, concentric and regional method.

4. The place of physical geography.

5. Aids to the teaching of the subject. The importance of excursions.

6. Equipment for the teaching of geography.

5. Elementary Science and Nature Study.

1. The meaning of Elementary Science and objects of teaching it in Schools.

2. Difference between (*a*) object lessons and nature study, and (*b*) Nature study and Elementary Science.

3. Nature Lessons —Meaning and scope. Kinds of lessons—(*a*) plants, (*b*) animals, (*c*) minerals, and (*d*) natural phenomena.

4. Equipment.—The school garden, the aquarium, the animal rearing cage and the insect box.

5. Nature study rambles and excursions.

6. Handwork.

1. Its importance and educational value.

2. Kinds of handwork suited to elementary schools: drawing, moulding, paper folding, stick laying, sand work, bead work, brush work and card board work.

Books recommended.

1. Sikshana, Samvidhana and Tidduvike—Part II by Mr. R. Jagannatha Rao, B.A., L.T.

2. Bodhanaaniyamagalu mathu vidhana by Dr. S. P. Chinnappa, M.A., Ph.D.

3. Sikshana—By Mr. B. Venkanna, B.A., L.T.

8. School Hygiene, Organisation and Management.

A. School Hygiene.

1. The School Site.—Situation and extent, drainage and other hygienic considerations.

2. School Building.—Size and appearance, rooms and their distribution, the hall and its uses. Lighting and ventilation, the general plan of school building. Maximum use of school buildings, modern tendencies towards open air conditions. The question of openair schools for India.

3. The Play Ground.—Its need and importance, size and uses of the play ground.

4. School Furniture.—Importance of hygienic furniture, seating and desking arrangements in India; old and new. General conditions of good desking, proper arrangements of furniture in the class room.

5. Other aids for preserving the health of children.—Morning sessions, school meals, school journeys, special schools.

6. Common ailments of school children.—Their detection. Infectious diseases and measures to be adopted to check their spread. Medical inspection of school children.

7. Direct and indirect means of cultivating health habits—Games and other physical exercises, the influence of surroundings, the example of the teacher.

B. Organisation.

1. The Staff.—Principles of staffing. Personal and professional qualifications of teachers, the Head Master and his duties. Staff meetings and their value. Need for the co-operation of parents and the public in school work. Parent Teachers' Associations. Parents' Day. School Day.

2. Classification of Pupils.—The class as a working unit, different systems of classifications, value of intelligence tests in classification. Co-education.

3. Allocation of Work.—Class Master *vs.* Subject Master. Allotment of classes to teachers, the Head Master's work as a teacher.

4. The Time Table.—The value and importance of the time-table in organisation. Characteristics of a good time-table. Time-table of a single teacher school and fully stafied school. Flexible programmes.

5. School Apparatus.—Black-board, charts, maps, models, pictures, drawings, etc., pictorial magazines and their value, the magic lantern, the place of cinema and radio in education, importance of museums and gardens as teaching aids.

6. School Library.—Its organisation and its uses. Choice of books. Library periods. How to use them.

7. School Records.—The School Registers with special reference to the Mysore Educational Rules. Their purpose and value. Other useful records.

8. Extra Curricular activities.—Their necessity in school organisation. Possible activities in a Primary School and their organisation. The scout movement and its value.

9. Examinations and Promotions.—The place of examination in school. Principles guiding promotions, promotion of backward pupils, yearly and half-yearly promotions.

C. Management.

1. The School as a social community.
2. Factors influencing the social life of the School.
   (*a*) Personal—
      (i) The influence of the teacher's personality, qualities required in a teacher.
      (ii) Influence of the leaders of the group.
   (*b*) Non-personal—
      Physical surroundings. Methods of instruction, subjects of instruction. Leisure occupations.

3. Organization of the school life—School laws and rules, types of offences; punishment, its characteristics and forms; reward, its forms.

4. Character training through social life and other means. Importance of cultivating good habits, habits to be formed through social activities; moral instruction, direct and indirect with reference also to religious instruction. The ethical import of school subjects.

Books recommended.

(1) School Hygiene, Organisation and Management by Mr. M. S. Mohiyuddin (to be published).
(2) Mr. R. Jagannatha Rao's Siksbana, Samvidhana and Tidduvike Part III.

9. Nature Study and Agriculture.

The syllabus in this subject will be issued later on.

10. Advanced Educational Handwork.

I. *Paper Folding and Cutting.*

1. Square tray
2. Wind mill
3. Square envelope
4. Barn
5. Wall pocket
6. Triangular trough
7. Fan
8. Photographic frame
9. Washing tub
10. Oblong tray

II. Card Board Modelling.

1. Silkworm tray
2. Box with lid
3. Basket with handle
4. Double photographic frame
5. Picture post card frame
6. Doll's house
7. Wall tidy with oblong base
8. Pocket comb case
9. Card case
10. Blotting pad
11. Pen and pencil box (bound with strips.)
12. Match-box holder

III. Sand and Clay Modelling.

(*a*) Using sand and clay.

1. Making hills, mountains, valleys, etc.
2. Rivers.—source, tributaries, branches, dams, canals, etc.
3. Lake, island, peninsula, isthmus, cape.
4. Sea-shore, harbour, lighthouse.
5. A small village or town showing houses, roads, trees, etc.
6. Drainage and water-supply systems, reservoirs, etc.
7. Making relief models of Mysore State and India.

(*b*) *Using Clay only.*

1. Making twigs consisting of not more than 3 or 4 leaves of the following:—Sampige, Kanigale, Ekka.
2. Flowers of Petunia or Ummathi, Agase (open) and Kumbala (female).
3. Fruits—Peeled orange, lemon cut in halves, twisted pods such as "Sime hunae" or "Manjatti," Jack-fruit and Fig-cut lengthwise and across, bunch of plantains.

IV. Drawing with Pencial, Crayon or Chalk on white or coloured Paper.

1. Common animals, such as cow, horse, sheep, goat, elephant, buffalo, cat, dog, monkey, squirrel, cock, parrot, frog, fish and butterfly. (The animals must be shown in their natural environment or as performing an action).
2. Common trees and plants, such as cocoanut, palmyra, banyan, peepul, paddy, sugarcane, plantain.
3. Common occupations, such as those of the village blacksmith, village potter, the village carpenter, the village weaver, the village husbandman or farmer.
4. Common sights and scenes from Nature, *e.g.*, a water fall, a fountain, a cloudy sky, a rainbow, a boat going across a river, a sea shore, a forest, sunrise and sunset.
5. Rapid sketching to illustrate stories of the type of the Aesop's Fables. (At least a dozen stories should be attempted).

V. Light wood work.

The students should construct the following models with the help of prepared strips of wood measuring from $2\frac{1}{2}$ inches to half an inch in width by a quarter of an inch in thickness.

1. Simple letter patterns (Capital letters only in the case of English Alphabet).
2. Models whose surface shows length and breadth only, *e.g.*, gate, fence, photographic frame.

3. Simple furniture for Doll's house, such as chairs, arm-chair, tiny stool, table.

4. Objects made from a box, *e.g.*, toy-cart, weel-barrow, perambulator.

5. More difficult articles of furniture, such as box with lid, knife box, cradle, book shelf and bed stead.

Books for consultation.

1. Handicraft in the School. Volumes 1 to 5. The Gresham Publishing Company.
2. Handwork in Early Education by Plaisted. Clarendon Press, Oxford.
3. Memorandum on the Teaching of Drawing. Board of Education, Scotland.
4. The Teaching of Drawing, by Mortis.
5. The Art of Sketching from Nature, by Rowbotham.
6. Drawing Books, 3 Volumes. Augsburg Publishing Company, New York, U. S. A.

11. Rural Economics and Sociology.

NOTE.—Pupils knowledge of other subjects should as far as possible be utilized in taking the students through this course.

The aim of teaching the subject is to find answers to issues such as :—

Why are young men leaving the village for the City or Town? Facts regarding the extent of such exodus. Reasons for this migration.

This aim is to be realised by studying the following problems.

Problem I.

How does the farmer's income in India compare with that in other countries? Is it possible to increase it?

i. Investigation to determine the present income per man per acre in India and in other countries.

ii. What are the causes of the difference?

(*a*) Soil; preparation of the soil; manure; seeds; implements; rotation of crops; marketing.

(*b*) Ownership of land, divided and scattered holdings, indebtendness; want of subsidiary occupations during leisure hours.

iii. How to increase his income?

Efficient farming; easier transporation; better marketing; more economical land divisions; thrift and avoidance of unnecessary and unproductive expenditure; supplementary occupations during leisure hours; co-operation for credit, for production and for marketing.

iv. What can the school and the community do to improve the existing conditions?

Problem. II.

What are the social conditions in the village and how can the larger socialization of the community be brought about?

(*a*) Rural isolation and conservatism.

i. Number of people who have travelled to the nearest town, the nearest city and outside the province.

ii. Why do they not go?

iii. What are the effects of such isolation upon the individual and the community?

iv. How can conditions be improved?

(b) The social and religious classes.

i. Various religions and castes.
ii. What is the prevailing attitude to social reform and religious reform; karma and fatalism. Attitude towards different forms of labour.
iii. How to eliminate the undesirable and sublimate and strengthen the desirable attitude?

(c) Communication as a socialising agency.

i. Investigation of present conditions (Road, Railways, Post and Telegraph.)
ii. To what extent does communication act as a socialising agency?
iii. How can the influence of this factor be enlarged?

Problem III.

To what extent do the members of the village community intelligently share and co-operate in the Government of a village and how can the conditions be improved?

i. What is the form of the Village Government?
ii. How is the village panchayet selected?
iii. What powers have they?
iv. To what extent do they carry out the wishes of the Community?
v. Relations to higher administrative authorities.
vi. What can the school do to develop helpful civic attitude and vital co-operation for the social good?

Problem IV.

What are the influences for developing the æsthetic side of personal and social life?

i. Analysis of existing conditions and materials, having potential æsthetic value:—(1) Natural surroundings, (2) Home and its surroundings, (3) An orderly farm or garden, (4) Farm animals, (5) Dress of the people, (6) Historical buildings, (7) Community Products, Home industries, Pottery, embroidery, Silver and Gold work, (8) Folk Tales, and dances, (9) Pictures, (10) Dramatic representations, (11) Music, (12) Religious festivals and observations.
ii. How can the school develop the pirit of appreciation?

Problem V.

Thousands of people die of disease each year; Why? Can this be prevented?

i. Death rate in India (Rural and Urban).
ii. Death rate in Japan, England and United States.
iii. Statistics regarding the most common diseases.
iv. How have other countries brought about a reduction in disease and death?
v. What are the causes of the most prevalent diseases?
vi. How can they be prevented?
vii. How best can the school co-operate with the community to improve conditions of health and sanitation?

Problem VI.

How are existing institutions fulfilling their functions?

(a) *The Home.*—Study of existing conditions:—health, sanitation, social and moral influences, æsthetic values, treatment of children and of women—child

labour and women's education. Lines of improvement regarding each of the above suggested by a study of home life elsewhere.

(*b*) *The School.*—Present condition, problems of attendance, retardation, type of teacher, supervision, equipment and curriculum. How can a better organisation of the School be secured? The School as a 'community centre'.—

What should it do for boys and girls outside regular school hours? What should it do for the improvement of the community? What constitutes leadership? How to develop it? Leadership for the community good. What can the schools do in this regard?

Books to be used.—

S. Kesava Iyengar.—Studies in Indian Rural Economics.

F. L. Brayne—Socrates in an Indian Village.
The remaking of village India.
The Indian and the English Village.
The Boy Scout in the Village.
Socrates Persists.

Olcott—Village Schools in India.
Calvert—Wealth and Welfare of the Punjab.
Darling—The Punjab Peasant in Prosperity and Debt.
Mann—The Survey of the Deccan Village.
Saunders—The Village Budgets.
Matthai—Co-operation in India.
D. V. Gundappa—All about Mysore.
Slater—Some South Indian Villages.
Report of the Royal Commission on Agriculture.
The Indian Year Book.
J. C. Jack—The Economic Life of a Bengal District.
Hatch Spencer—Up from Poverty.
Landis—Hand-Book of Rural Social Resources—
The University of Chicago Press.

Note—The purpose of the Course should be.—

(*a*) To secure first hand information of social and economic conditions in the Villages of Mysore.
(*b*) To discover through a study of rural social conditions elsewhere in the World, what has been done and can be done in making life in rural surroundings safer, happier and more satisfying.
(*c*) To determine what the rural school can do in preparing pupils to bring about better conditions.
(*d*) To determine how the teacher and school can best work with the community in bringing about these better conditions.
(*e*) To develop and appreciation of rural life and a vision of what the village might become.

The method of presentation should be.

(*a*) To get the pupils to state what they consider the outstanding economic, social and other problems of the village.
(*b*) To classify them.
(*c*) To secure necessary knowledge by utilisation of the rural experiences of the class, through reference to books and published reports and as far as possible by direct investigation.
(*d*) To seek the next step of improvement.

The pupils should write an essay on what they consider would be model village with its plan, homes, farms, roads, economic and social life and suggest first steps towards the realisation of such an ideal. The pupils should seek, especially during

the week ends, to do social work in nearby villages and to so work with the people living there as to improve existing conditions.

12. Domestic Science.

Hygiene and Sanitation :—

1. Personal Cleanliness—Care of the skin, hair, teeth and nails.

Conditions of good health, regular habits, fresh air, food, exercise and rest.

2. Clothing—Selection of material according to climatic and seasonal conditions, injurious results of tight clothing. Washing and ironing of silk, woollen, cotton, linen and artificial silk fabrics, removal of stains. Prevention of damage to woollen and silk fabrics by insects.

3. Infectious and contagious diseases—Symptoms, prevention and treatment of :—

(*i*) diseases carried by insects, e.g, plague, malaria, typhoid, dysentry, sore eyes, cholera and diarrhœa.

(*ii*) diseases carried by bacteria floating in the air, e.g., colds, caughs, influenza and tuberculosis, and

(*iii*) diseases communicated by direct or indirect contact, e.g., small-pox, chicken-pox, measles, itch, whooping cough and mumps.

4. The care of the sick, the sick-room, isolation, light and ventilation, bed and beddings, noting of pulse rate and temparature, administering medicines, making and applying poultices. Treatment of temporary ailments, such as, burns, scalds, bleeding, stings, bites, poisoning, sunstroke, ordinary cold.

First aid.

II. Food and water.—

1. The need for food.

2. The chief food factors :—Proteins, fats, carbohydrates, minerals, vitamins and water. The importance of each factor and the amount of each required for the body.

3. Variety of food and food values :— composition of common food and their relative values.

4. Planning of diets for infants, growing children, adults, the aged and invalids.

5. Adulteration and preservation of food.

6. The advantages and disadvantages of vegetable food and animal food for diet in India.

7. The underlying principles of cooking.—various methods of cooking, such as roasting, stewing, frying and boiling.

8. Sources of water, methods of purifying water, storage of water.

III. House and its surroundings.—

(*a*) (i) Site, ventilation and lighting, water-supply.

(ii) Drainage and conservancy, disposal of refuse daily, weekly and general cleaning of the house.

(*b*) Care of furniture and household utensils, their selection, how to keep them clean and tidy, dusting, scrubbing and polishing.

IV. Maternity and child welfare.—

1 The causes of infant mortality in India :—

(*a*) The evils of child marriage and the marriage of the diseased and feeble minded.

(*b*) Importance of pre-natal care.

(*c*) Necessity of skilled attendance and absolute cleanliness at child birth.

2. Infant's food—Correct feeding of the child up to the fifth year and feeding of mother while nursing. Rules for children's diet.

3. General care of children: washing, clothing, feeding, fresh air, exercise and rest.

4. General ailments of children and simple remedies :— Teething, cold, cough, fever, etc.

V. Family Budget.—

1. The value of budget.

2. Economy in the management of money, evils of debts.

3. Simple household accounts and marketing.

N.B.—Practical demonstration should be given wherever necessary and possible and visits to water-works, systems of drainage, etc., arranged.

13. Music.

First Year—

ಸರಳಪ್ರಸೆಗಳು	....	....	7	ಮೂರು ಕಾಲಗಳಲ್ಲಿ
ಜಂಟಿಪ್ರಸೆಗಳು	....	....	4	
ಅಲಂಕಾರಗಳು	....	....	7	ಒಂದನೆಯ ಕಾಲದಲ್ಲಿ
ಗೀತೆಗಳು	....	....	4	
ಸ್ವರಜತೆಗಳು	....	....	2	

Second Year—

ಸ್ವರಜತೆಗಳು	....	....	1	
ವರ್ಣಗಳು	....	....	2	(ಆದಿತಾಳದಲ್ಲಿ; ಬೇರೆ ಬೇರೆ ರಾಗಗಳಲ್ಲಿ.)

ಸೂಚನೆ.—ಶಂಕರಾಭರಣದ "ನಾಮಿನಿನ್ನ" ಎಂಬ ವರ್ಣದ ಸಮಾನವಾದುವು.
ಮಧ್ಯಮಕಾಲದ ಕೀರ್ತನೆಗಳು 4. ರಾಗ ಮತ್ತು ತಾಳಗಳು ಬೇರೆ ಬೇರೆಯಾಗಿರಬೇಕು.

ಸೂಚನೆ.—ಆದಿತಾಳದ "ಎಂತನೇರ್ಚಿನ", ರೂಪಕತಾಳದ "ರಮನೀಸಮಾನ" ಎಂಬ ಕೀರ್ತನೆಗಳ ಸಮಾನವಾದುವು.

Third Year—

ವರ್ಣಗಳು	....	....	2	(1 ಆದಿತಾಳದಲ್ಲಿ, 1 ಅಟ್ಟತಾಳದಲ್ಲಿ; ಬೇರೆ ಬೇರೆ ರಾಗಗಳಲ್ಲಿ).
ಮಧ್ಯಮಕಾಲದ ಕೀರ್ತನೆಗಳು	....	4		ರಾಗ ಮತ್ತು ತಾಳಗಳು ಬೇರೆ ಬೇರೆಯಾಗಿರಬೇಕು.
ವಿಳಂಬಕಾಲದ ಕೀರ್ತನೆಗಳು	....	2		ರಾಗ ಮತ್ತು ತಾಳಗಳು ಬೇರೆ ಬೇರೆಯಾಗಿರಬೇಕು.

ಸೂಚನೆ.—"ರಮನೀಯಡ" ಎಂಬ ಕೀರ್ತನೆಯ ಸಮಾನವಾದುವು.

ಲಕ್ಷಣವಿಷಯ :—

(1) ಪ್ರಕೃತಿ ವಿಕೃತಿ ಸ್ವರಗಳು.
(2) ಸಪ್ತತಾಳದ ಅಂಗ ಮತ್ತು ತಾಳಭೇದ.
(3) ಸಮ, ವಿಷಮ, ಗ್ರಹಭೇದಗಳು.
(4) ಜನ್ಯಜನಕ ರಾಗಲಕ್ಷಣ.

ಸೂಚನೆ.—ವ್ಯಾಸಂಗಮಾಡಿದ ಕೀರ್ತನೆ, ವರ್ಣ ಮುಂತಾದುವುಗಳ ರಾಗ ಸಂಚಾರಕ್ರಮ ಮತ್ತು ಲಕ್ಷಣ ವಿಷಯಗಳನ್ನು ಸಮಯೋಚಿತವಾಗಿ ಅಭ್ಯಾಸಮಾಡಿಸಬೇಕು.

Practical Examination in Vocal Music, about half an hour per candidate.

14. Physical Training

I. THEORY.

(*a*) General—Necessity, definition, aims, period at which to begin. Scope. Teacher of Physical Education and his qualifications.
Aids to Physical Education :—apparatus, charts, photographs, pictures and personal demonstration. Essential difference between the modern systems of Physical Education and the old systems. Modern

systems, their adaptability to specific environment, individual capacity and conditions of age, health, vocation, sex, etc.

(*b*) Study of the elements of the subjects allied to Physical Education.—

(1) Anatomy—Form and structure of the several parts of the human body and their relation to each other.

(2) Physiology—Functions of the several parts of the human body in their normal and healthy condition.

(3) Hygiene and Sanitation—Treated broadly with reference to the individual.

(4) Dietetics—The essential constituents of food and drink. Selection of food and drink with a view to taste, nutrition and economy.

II. PRACTICAL.

(1) *Preliminaries*—

(*a*) Medical Examination of pupils. Modification of the courses of exercises to suit abnormal conditions, if any.

(*b*) Individual records—

(i) A first record at the beginning to show :—

1. Height, 2. Measurements of several parts of the body, 3. Weight, 4. General habits, 5. State of mind and body, *e.g.*, Feeling of liveliness or otherwise. Capacity to bear physical and mental strain. Digestion and sleep. Nature of minor bodily ailments and the intervals at which they appear and, 6. Physical abnormalities.

(ii) Progressive chart to show periodical development. Contents of the chart, object and uses of recording in the chart at intervals.

2. Training.

(*a*) Preparatory.—

1. Study in postures—Common postures proper and improper postures. Effects of improper postures on health and form, proper posture in sitting, standing, walking, running, reading and writing.
2. Order movements—open-rank formation and marching.
3. Callisthenics—Without apparatus and with apparatus. Preliminary ground tumbling and hand-balancing.
4. General athletics and breathing exercises. Running, bending and stretching, etc.,
5. Simple field games and group games, *e.g.*, Rounders, Volley-ball, etc.,

(*b*) Intermediate—

Advanced callisthenics—Breathing exercise. Dumbbell exercises. Advanced tumbling and hand balancing. Pyramid making for display. Exercises to Music :—athletic dancing and bar exercises. Elements of Wrestling. Elements of boxing. Contest games such as, pull stick and indigenous games.

Field and Team Games.—Volley-ball, Foot-ball, Rounders, Gud Gud and Kok, etc.,

(c) Advanced—

Exercises consisting of vigorous movements and involving combinations of the several items mentioned above. Muscle control; Stretching and contracting exercises.

NOTE.—The exercises mentioned above should be modified so as to suit the requirements of women in Women's Institutions.

III. EFFECTS OF EXERCISES.

(a) Anatomical,
(b) Physical and
(c) Psychological.

Anatomical—Strengthening and development of the tissues of the bone, muscle and nerves, etc., Correction of physical defects.

Physical—Efficient functioning of bones, muscles, circulatory, digestive, excretory, respiratory and nervous systems. Smooth working of joints.

Psychological—Heathy mental life.

15. Arabic.

Prose—About 50 hikayaths (stories) of the standard of Hidayatul-Adab, Books I, II and III.

Poetry—About 200 baiths (couplets) of the standard of Hidayathul-Adab. Books I, II and III.

Grammar—(a) Conjugation, Gordan, Abwab, Hafth-aqsam, Talilath.

(b) Jumla, Jumle-ke-Aqsam, Marfuath, Munsarif-o-ghair-Munsarif.

Book recommended—Surf-o-Nahv—Arabi by Munim, Majidi Press, Cawnpore.

Translation—Translation of simple sentences found in the Text Books prescribed for study in Arabic Prose.

16. Persian.

Prose—About 100 Hikayaths (stories) of the standard of Farsi-ki-Kitab, Books I, II and III by Imaduddin.

Poetry—About 300 baiths (couplets) of the standard of Farsi-ki-Kitab, Books I, II and III by Imaduddin.

Grammar—(a) Conjugation—Marefa and Nakera with their kinds.

(b) Gordan.

(c) Jumla and Aqsame Jumla with Tasreef and Tarkib.

Book recommended—As-ha-eul-Qavaed by Shahid-duddin or Qavaed-e-Farsi by M. Ferozuddin.

Translation—Translation of simple hikayaths (stories).

17. Black-Board Work.

NOTE :—1. A few preliminary lessons may be devoted to the teaching of a few patterns consisting of straight and curved lines.
2. Special attention should be paid to ideas of perspective.

A. Map-drawing in bold outlines with reference to the teaching of Geography and History (limited to any part of the British Empire).

B. Drawing, in bold outlines, of common objects, animals, birds, trees, plants, vegetables, fruits and flowers.

1. Objects—Table, chair, bell, black-board, easel, bucket, scissors, common balance, open book, umbrella, box and hand-lamp.

2. Animals—Cow, horse, sheep, fox, stag, cat, dog, monkey, elephant, squirrel, tiger and snakes.
3. Birds—Crow, eagle, cock, parrot, owl and sparrow.
4. Trees—Plantain, cocoanut, mango, banyan and bamboo.
5. Plants—Ragi, jola, cotton, sugar-cane, vine and ground-nut.
6. Vegetables—Fruits and Flowers—Plantain, brinjal, bende, beans, pumpkin, mango, jack-fruit, pine-apple, tamarind, rose, jasmine, sampige and lotus.
7. Natural Phenomena—River, waterfall, lake, mountain, eclipses, clouds and rainbow.
8. Miscellaneous—Bullock-cart, motar-car, boat, bridge, fountain, tower, gopura, railway engine, bicycle, hut, cottage, tent, staircase, house-fly, mosquitto and cockroach.

Rapid sketching such as is required to illustrate any particular situation or situations in the course of teaching a class and as will involve a combination of any of the elements mentioned above.

18. Singing.

(NON-EXAMINATION SUBJECT.)

Kannada songs.

1. Bhanumeleral
2. Prathahkalamaytu
3. Mudduhakkibandai
4. Basavanahulu
5. Malagidegudol
6. Egavruksagalellavu
7. Kukkotapopenam
8. Iliyabekku
9. Taralakannamuchutham
10. Garapuranayaka
11. Tayebharati
12. Namostubhanuve
13. Paripalayamam
14. Shankaridehime
15. Rarakolaladaga
16. Sankarimam
17. Srithripurasundari
18. Karunakara
19. Pogodireloranga
20. Eepariyasobagu
21. Kandukanduninna

Books—1. Kindergarten songs.
2. Balikagitamuktaphala—by B. K. Krishna Murthy.
3. Purandharadasara Kirthane:

Urdu songs.

Devotional songs for primary schools. (Departmental Publication).

19. Hand-work.

(NON-EXAMINATION SUBJECT.)

(Paper folding, paper plaiting, paper sloyd and clay-modelling).

1. Paper folding—(About 20 Models).
   (*a*) Knowledge of forms, *e.g.*, square, rectangle, triangle and rhombus.
   (*b*) Forms of life, *e.g.*, boat, tub, wind-mill, umbrella, cup and saucer, tent, cradle and winnow.
   (*c*) Forms of beauty—Five simple designs.
2. Paper plaiting—Eight patterns.
3. Paper sloyd—Eighteen models.—

Envelope, pin-wheel, tray, fan, book-sheets and spool-basket, triangular catch-all, portfolio, hand-kerchief box, folding card case, wall pocket, envelope (oblong), pyramidal catch-all, conical flower holder, hexagonal tray, blotting-pad, sliding pencil box and letter holder.

4. Clay modelling—Twenty four Models—

(a) Common fruits and vegetables—Orange, Kumbala, Pomegranate, Seethaphala, Mango, Radish, Bendekayi, Sugar-cane, Plantain, Potato, Brinjal, Bean, Bunch of grapes, Cocoanut with cover, without cover and half cocoanut.

(b) Leaves—Banyan, Mulberry, Cotton.

(c) Flowers—Sun plant, Sampige, Cotton.

Books recommended—

1. Kindergarten Instruction in Mysore. (Departmental Publication).
2. The Paradise of Childhood by Web.
3. Kindergarten Kramadalli Makkala Vidyabhyasa—by M. Venkatasubbaiya, B.A.
4. Kindergarten Guide by Louis Bates.
5. Paper Sloyd:—A Hand-book for primary grades by Edna Annie Rich.

APPENDIX "C."

The Mysore Vernacular Teachers' Certificate.

1. Name
2. Father's name
3. Date of birth
4. Examination
5. Year
6. Register number
7. Where examined
8. Class passed in
9. Additional subject

First	Second	Final

No.	Subject	Maximum marks	Marks obtained
	FIRST PART. Reg. No. of		
1	Kannada or Urdu ...	100	
2	Elementary Mathematics ...	100	
3	Elementary Science ...	100	
4	History, Civics and Geography	100	
	SECOND PART. Reg. No. of		
1	Principles of Education ...	100	
2	Methods of Teaching ...	100	
3	School Hygiene, etc., ..	100	
4	Additional subject ...	100	
	FINAL AND PRACTICAL, Reg. No. of		
1	Lesson Tests ...	100	
2	Black-Board Test ...	50	

BANGALORE,
Dated

Secretary,
Local Examination Boards.